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An Analysis of the Implementation of Senam Anak Indonesia Hebat on the Gross Motor Skills of Children Aged 5–6 Years

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ABSTRACT

This study is motivated by the suboptimal development of gross motor skills among children aged 5–6 years, as well as the limited research on the implementation of *Senam Anak Indonesia Hebat* (SAIH) as a structured habituation program in early childhood education. This study aims to analyze the implementation of *Senam Anak Indonesia Hebat* (SAIH) in developing gross motor skills of children aged 5–6 years at KB Bestari, as well as to identify its supporting factors and challenges. This research employed a descriptive qualitative approach involving 14 children (6 boys and 8 girls) and one Group B teacher as subjects. Data were collected through observation, interviews, and documentation, and were analyzed using the interactive model of Miles and Huberman. The results indicate that the structured implementation of SAIH twice a week contributes positively to children's balance, strength, and movement coordination. A total of 85.7% of children were categorized as Developing as Expected (BSH) and Beginning to Develop (MB). Supporting factors include teacher readiness, appropriate music selection, and gradual movement design, while challenges mainly involve maintaining children's focus and mastering cross-lateral coordination. Therefore, SAIH can be considered an effective physical activity–based instructional strategy to optimize early childhood gross motor development.

A. INTRODUCTION

Early Childhood Education (ECE) is an educational effort aimed at children from birth to six years of age through the provision of educational stimulation to support physical and spiritual growth and development as a foundation for readiness to enter the next level of education. Therefore, learning for early childhood must be designed within a pleasant and meaningful environment through active and concrete direct experiences, so that it can stimulate cognitive development and motor skills in a balanced manner (Dewi, 2024).

Early childhood is a crucial period in shaping children's character and personality (Febriana et al., 2024). In line with Susanto's view, early childhood is often referred to as the golden age of child development(Elfiadi & Munasti, 2022). Learning in early childhood should be oriented toward child-centered approaches that emphasize meaningful experiences and holistic personality development (Catalano et al., 2023). Furthermore, the early years of life are considered a sensitive period for children's biological growth

and development, which has long-term impacts on health and physical development (Monjardino et al., 2019).

Early childhood development must be stimulated in a balanced manner to ensure optimal growth (Akbar, 2020). Development in early childhood consists of several aspects, including moral and religious values, socio-emotional, cognitive, language, physical-motor, and artistic development (Shadikin, 2024). Each aspect plays an important role in shaping children's personality, thinking abilities, social skills, and behavior, enabling them to grow into healthy, intelligent, and well-characterized individuals.

According to experts, motor development during childhood progresses rapidly. Gross motor maturity begins to be visible in children's ability to control their bodies for specific purposes. For example, children must be able to control and stabilize their heads when following moving objects, and before walking, children must be able to balance their bodies on one foot (Ekawati & Maulida, 2021). This is consistent with (Khonita et al., 2023).who state that motor development always accompanies genetic growth processes or children's physical maturation, such as the abilities to sit, stand, run, kick a ball, and dance.

Gross motor skills in early childhood play a very important role because they are closely related to the coordination of the neuromuscular system, enabling children to actively engage in various learning activities. The ability to control large muscles, maintain balance, and regulate movement not only reflects biological maturity but also demonstrates the synergy between the nervous system, muscle strength, and movement experiences gradually acquired by children (Sapri et al., 2021; Sari et al., 2020; Gallahue et al., 2012; Mita, 2020). At the age of 5–6 years, children are expected to demonstrate more directed and stable movement coordination, including the ability to maintain balance, body strength, and integrated coordination between the eyes, hands, head, and feet, as part of national developmental achievement standards (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). Therefore, gross motor development should not be viewed merely as a physical aspect but as an essential foundation supporting social, cognitive development, and children's readiness to enter the next level of education.

Thus, gross motor stimulation needs to be systematically designed through structured and continuous physical activities. Its development progresses from simple movements to more controlled and purposeful movements (Sholihah & Pertiwi, 2021). Various studies indicate that regular physical activity contributes to strengthening balance, movement control, and physical fitness, which support children's learning readiness (Timmons et al., 2012). In ECE learning, rhythmic gymnastics becomes a relevant pedagogical activity because it integrates body movements and rhythm in a unified manner, thereby not only developing motor skills but also fostering concentration, discipline, and cooperation within an enjoyable learning atmosphere (Renza et al., 2020; Wisudaningsih et al., 2023; E. Rachmi et al., 2023). Therefore, the implementation of structured gymnastics activities in ECE institutions has a strong foundation as a strategy to support the holistic optimization of child development.

(Rachmi, 2021) emphasizes that the appropriate use of learning media in gymnastics activities plays an important role in helping children understand and imitate movements more systematically. Visual media that utilize the surrounding environment can enhance children's attention and motivation in participating in gross motor activities. Media that align with the developmental characteristics of children aged 5–6 years make the learning process more meaningful while supporting movement coordination development. Similarly, (Mugiasih et al., 2025) state that the use of engaging and structured media helps

children understand movement sequences more accurately, thereby not only encouraging interest in movement but also optimizing body coordination in motor learning.

In supporting the vision of the Golden Generation 2045, national education policies emphasize character building and healthy lifestyle habits from an early age through the integration of physical activities, discipline, and moral and social values within ECE learning. One of its implementations is the Senam Anak Indonesia Hebat (SAIH), a structured movement habituation program that not only improves physical fitness but also consistently builds active and disciplined lifestyle habits (Siswa et al., 2025; Maulida et al., 2025). Through continuous involvement of all body parts, Senam Anak Indonesia Hebat (SAIH) contributes to children's gross motor development (Khonita et al., 2023). Unlike conventional gymnastics, SAIH integrates values of nationalism and educational messages into a sequence of movements combined with modern and traditional music to systematically stimulate cognitive, affective, and psychomotor aspects.

Although the government has promoted the implementation of *Senam Anak Indonesia Hebat* (SAIH) in various schools, in practice not all ECE institutions have been able to implement it optimally. This is influenced by several constraints, such as limited facilities and infrastructure, lack of information, and teachers' limited ability to master fast and dynamic movements. Nevertheless, KB Bestari has successfully integrated SAIH into its morning habituation activities, conducted routinely twice a week. This systematic, scheduled, and repetitive implementation aligns with early childhood learning principles that emphasize consistency and adaptation to children's abilities, thereby supporting optimal gross motor development (Besar, 2022). This success is also supported by the principal's commitment, teacher readiness, and the availability of supporting facilities such as audio equipment.

On the other hand, research on the effects of gymnastics on gross motor development in early childhood remains relatively general and has not specifically examined the implementation of *Senam Anak Indonesia Hebat* (SAIH) as a structured habituation program. In addition, studies that comprehensively examine the relationship between program implementation, teacher roles, and children's developmental outcomes in real ECE settings are still limited. Therefore, this study offers novelty as it is conducted directly at KB Bestari by considering student characteristics, institutional culture, and the distinctive and scheduled implementation pattern of SAIH as part of routine learning activities.

The urgency of this study is based on the uneven implementation of *Senam Anak Indonesia Hebat* (SAIH) in ECE institutions, as well as the persistence of various challenges related to teacher readiness, availability of facilities, and management of motor activities. This study aims to examine the implementation of SAIH while describing the development of gross motor skills among children aged 5–6 years at KB Bestari. It is expected that the findings will contribute to optimizing children's gross motor skills, assist teachers in creating active and enjoyable learning environments, and serve as a reference for developing similar programs in other ECE institutions.

B. METHODS

This study employed a descriptive qualitative approach to obtain an in-depth understanding of program implementation and the development of children's gross motor skills (Asim et al., 2024). The research procedure began with determining the research subjects, followed by data collection and data processing. The study was conducted at KB Bestari, located at Komplek Sekretaris Negara Blok Mede 2 No. 22 RT 06 RW 04, Panunggangan Utara Village, Pinang District, Tangerang City, Indonesia. The

subjects consisted of 14 children aged 5–6 years (6 boys and 8 girls) and one Group B teacher. In this study, the researcher acted as the primary instrument, directly involved in the data collection process in the field.

Data collection techniques included observation, interviews, and documentation. The observation instrument consisted of a structured observation sheet developed based on indicators of gross motor development for children aged 5–6 years, referring to national developmental achievement standards (Ministry of Education, Culture, Research, and Technology, 2022). This instrument was used to assess children's developmental progress during participation in *Senam Anak Indonesia Hebat* (SAIH) activities. The use of multiple data collection techniques aimed to complement and strengthen the validity of the findings (Saomi & Faziyah, 2025). Observations were conducted through direct involvement in activities to gather data on children's gross motor development. Interviews were conducted to obtain in-depth information regarding aspects of balance, coordination, and physical strength in daily activities. Documentation was carried out by capturing photos and videos of children participating in SAIH activities.

The observed indicators covered three main aspects: balance, strength, and movement coordination. The balance aspect was reflected in the ability to maintain body stability, such as standing on one foot and maintaining posture while moving. The strength aspect was indicated by the ability to perform movements such as jumping, bending, and swinging body parts. Meanwhile, movement coordination was demonstrated through the ability to synchronize hand, foot, and body movements with musical rhythm, including cross-lateral movements. All indicators were observed during the activities and recorded based on the children's level of developmental achievement.

The observation data were then categorized into four levels of development: *Very Well Developed* (BSB), *Developing as Expected* (BSH), *Beginning to Develop* (MB), and *Not Yet Developed* (BB). The BSB category indicates that children are able to perform all indicators independently and consistently; BSH indicates competence in most indicators; MB indicates that children are beginning to develop but still require assistance or are not yet consistent; while BB indicates that children have not yet achieved the expected indicators. The categorized results were then presented in percentages to illustrate the level of children's gross motor development.

Data analysis in this study was conducted systematically and continuously from the data collection process to the conclusion stage. The collected data were analyzed through data reduction, data display, and conclusion drawing, following the interactive analysis model proposed by Miles and Huberman (Miles et al., 2014). This analytical procedure ensures systematic and credible qualitative interpretation (Zuliana et al., 2025). Data validity was ensured through source triangulation and technique triangulation. Source triangulation was carried out by comparing observational data with interview results from the Group B teacher. Technique triangulation was implemented by combining observation, interviews, and documentation to obtain a comprehensive understanding of the phenomenon. In addition, member checking was conducted with the teacher to ensure that data interpretations accurately reflected the actual conditions in the field. This study was conducted over approximately four weeks, following the routine schedule of *Senam Anak Indonesia Hebat* (SAIH) implementation at KB Bestari, to ensure that the data reflected natural and continuous learning conditions.

C. RESULT AND DISCUSSION

The results of the study indicate that the implementation of *Senam Anak Indonesia Hebat* (SAIH), conducted routinely twice a week, has a positive impact on the

development of gross motor skills among children aged 5–6 years, particularly in the aspects of balance, strength, and movement coordination. The systematically structured implementation of activities, starting from the warm-up, core, to the cool-down stages, enables children to follow movement sequences gradually, thereby supporting better body control development.

The results of children's gross motor development after participating in Senam Anak Indonesia Hebat are presented in Table 1.

Table 1. Observation Results of Gross Motor Skills of Children Aged 5–6 Years

No	Development Category	Code	Number of Participants	Percentage
1	Berkembang Sangat Baik	BSB	-	-
2	Berkembang Sesuai Harapan	BSH	5	35,7 %
3	Mulai Berkembang	MB	7	50 %
4	Belum Berkembang	BB	2	14,3 %
	Total		14 Anak	100 %

Based on the observation data, 85.7% of the children fall into the categories of *Developing as Expected* (35.7%) and *Beginning to Develop* (50%), while the remaining 14.3% are still categorized as *Not Yet Developed*. These findings indicate that the majority of children are able to perform basic movements such as maintaining balance, jumping, and coordinating body movements in accordance with rhythm. Conceptually, these achievements reflect increasingly mature fundamental motor development, influenced by repeated practice and structured movement experiences.

These findings are consistent with the study by Timmons et al. (2012), which states that regular physical activity can improve fitness and motor control in early childhood. This is further supported by Khonita et al. (2023), who found that rhythmic gymnastics is effective in developing children's movement coordination through repetitive and directed practice. Moreover, this study provides additional contributions by revealing that the implementation of SAIH as a consistently applied habituation program in ECE institutions yields more contextual and sustainable impacts compared to occasional or unscheduled gymnastics activities.

In terms of balance, most children were able to maintain body stability when shifting weight and performing rotational movements. This indicates an improvement in motor control related to coordination between the vestibular system and body position perception. The repeated body position changes involved in SAIH activities strengthen neuromuscular coordination. These findings are in line with Timmons et al., who emphasize that regular physical activity in early childhood contributes to improved motor control, physical fitness, and learning readiness.

Regarding strength, children demonstrated the ability to perform movements such as bending the knees, jumping, and swinging their arms and legs rhythmically without showing significant fatigue. Although not measured quantitatively, this condition indicates a tendency toward increased endurance and muscle strength as a result of routine practice. This finding is consistent with studies suggesting that structured motor activities play a role in strengthening large muscles and improving children's physical fitness.

Meanwhile, coordination emerged as the most developed aspect in this study. Most children were able to perform stepping movements while clapping in rhythm, demonstrating gradual coordination between left and right directional movements. The

Group B teacher stated, *"Since regularly implementing Senam Anak Indonesia Hebat, children appear more balanced when standing on one foot and more confident in completing movements."* However, the teacher also added, *"Some children still experience difficulties with cross-body movements, especially when the music tempo is faster, so repeated demonstrations are necessary."* This statement indicates that cross-lateral movements require a higher level of neurological maturity, as they involve simultaneous coordination between the left and right hemispheres of the brain. These findings are consistent with Khonita's study, which shows that rhythmic gymnastics effectively improves children's motor coordination, although its implementation requires repeated practice and specific guidance, particularly for simultaneous and cross-body movements.

Overall, compared to previous studies, this research demonstrates that the success of gross motor development is influenced not only by the type of physical activity but also by the consistency of implementation, the role of teachers, and media support. Thus, the implementation of *Senam Anak Indonesia Hebat* (SAIH) as a structured habituation program has proven to be effective, contextual, and sustainable in optimizing early childhood motor development, while also enriching practical studies in the ECE context.

D. CONCLUSION AND SUGGESTIONS

Overall, the implementation of *Senam Anak Indonesia Hebat* demonstrated a positive contribution to the improvement of children's balance, strength, and movement coordination, as reflected in 85.7% of participants being categorized as *Developed as Expected* and *Beginning to Develop*. These findings confirm that structured and consistent movement habituation serves as an effective strategy for optimizing physical-motor development in early childhood.

Several recommendations can be proposed based on the findings of this study. For ECE educators, it is recommended that *Senam Anak Indonesia Hebat* be implemented consistently and progressively, taking into account individual differences in children's characteristics and motor readiness, particularly in cross-body coordination movements. For ECE institutions, adequate facilities and infrastructure are essential, including proper audio equipment, competent teachers, and safe movement spaces to support optimal program implementation. For future researchers, it is recommended to examine the implementation of *Senam Anak Indonesia Hebat* with a broader sample size or by employing an experimental research design to obtain a more comprehensive understanding of its impact on gross motor development in children aged 5–6 years.

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